

Report on

# **Classroom Management for Bangladeshi Young Learners**

By  
Raka Rahman  
18103048

An internship report submitted to the Department of English and Humanities in partial  
fulfillment of the requirements for the degree of  
Bachelor of Arts in English

Department of English and Humanities

BRAC UNIVERSITY

January 2023

©2023. BRAC UNIVERSITY

All rights reserved.

## **Declaration**

It is hereby declared that

1. This internship report submitted is my/our own original work while completing my degree at BRAC University.
2. The report does not contain materials previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material that has been accepted or submitted for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

### **Student's Full Name & Signature:**

---

Raka Rahman  
ID: 18103048

### **Supervisor's Full Name & Signature:**

---

Dr. Sabreena Ahmed, PhD  
Assistant Professor, Department of English and Humanities  
Brac University

#### **Examiner**

Nazah Farhat  
Senior Lecturer, Department of English and Humanities  
Brac University

#### **Chairperson**

---

Firdous Azim, PhD  
Professor and Chairperson, Department of English  
School of Humanities and Social Sciences  
Brac University

*Papa, who is always smiling at me from above.*

*Ammu, the one-man army who made me the person I am today.*

*Riyan, who filled my life with the joy I had always yearned for.*

*I am blessed to have you as my sibling.*

## **ACKNOWLEDGMENTS**

First of all, I would like to thank Allah (SWT) for giving me the patience and strength to be able to finish my report on time.

Next, I would like to thank my supervisor Dr. Sabreena Ahmed for patiently guiding me in completing my internship report. If it was not her constant encouragement and motivation, I most probably would not be able to finish my report. She has always been there when I needed advice.

I would like to thank the honorable vice-principal of South Point School & College, Mrs. Shahnaz Begum for giving me the opportunity to do an internship at the school.

Next, I would like to thank my university close friends Fariha, Brishty and Maliha for always being there for me throughout my undergraduate years. Thank you for always giving me the strength to get up and keep going.

Lastly, I would like to thank all the faculty members of ENH department from whom I have gained vast knowledge throughout my undergraduate studies.

## Table of Contents

<b>DECLARATION</b> .....	<b>2</b>
<b>ACKNOWLEDGMENTS</b> .....	<b>4</b>
<b>CHAPTER 1</b> .....	<b>6</b>
<b>INTRODUCTION</b> .....	<b>6</b>
<b>CHAPTER 2</b> .....	<b>8</b>
<b>LITERATURE REVIEW</b> .....	<b>8</b>
<b>PART 1</b> .....	<b>8</b>
<b>POPULAR ELT METHODS</b> .....	<b>8</b>
<b>2.1.1 GRAMMAR TRANSLATION METHOD</b> .....	<b>8</b>
<b>2.1.2 COMMUNICATIVE LANGUAGE TEACHING</b> .....	<b>11</b>
<b>2.1.3 THE DIRECT METHOD</b> .....	<b>13</b>
<b>PART 2</b> .....	<b>14</b>
<b>CLASSROOM ISSUES &amp; MANAGEMENT</b> .....	<b>14</b>
<b>2.2.1 GENERAL TEACHING</b> .....	<b>14</b>
<b>2.2.2 CLASSROOM MANAGEMENT WITH YOUNG LEARNERS</b> .....	<b>15</b>
<b>2.2.3 TEACHING ENGLISH TO YOUNG LEARNERS</b> .....	<b>16</b>
<b>2.2.4 VISUAL LEARNING</b> .....	<b>17</b>
<b>2.2.5 ELICITING</b> .....	<b>18</b>
<b>2.2.6 SCHEMA THEORY</b> .....	<b>19</b>
<b>2.2.7 SETTING UP ACTIVITIES</b> .....	<b>20</b>
<b>2.2.8 SEPARATION ANXIETY</b> .....	<b>21</b>
<b>PART 3</b> .....	<b>23</b>
<b>2.3.1 BANGLADESH CONTEXT</b> .....	<b>23</b>
<b>CHAPTER 3</b> .....	<b>25</b>
<b>MY EXPERIENCE</b> .....	<b>25</b>
<b>3.1 INTRODUCTION</b> .....	<b>25</b>
<b>3.2. CLASSROOM OBSERVATION</b> .....	<b>26</b>
<b>3.2.1 CHALLENGES IN CLASSROOM MANAGEMENT</b> .....	<b>32</b>
<b>CHAPTER 4</b> .....	<b>36</b>
<b>RECOMMENDATION</b> .....	<b>36</b>
<b>CHAPTER 5</b> .....	<b>38</b>
<b>CONCLUSION</b> .....	<b>38</b>
<b>REFERENCES</b> .....	<b>39</b>

## **CHAPTER 1**

### **INTRODUCTION**

I got the opportunity to work as an intern at South Point School & College, Malibagh branch. It is a private school established in 2003 by Hamid Ali, the former principal of Viqarunnisa Noon School and College. Shahnaz Begum is the vice principal of the Malibagh branch of the school. Since I have observed English medium classes that follow the Cambridge curriculum, I have seen them using teaching methods containing a mix of Grammar translation method, Communicative Language Teaching method, and Direct Method. Ur (2013) mentioned that a 'language-teaching method' is a set of principles and procedures based on language and language acquisition theory.

Before starting my internship at the school, I had yet to gain experience in teaching. Therefore, I was still determining what to expect and assumed my responsibilities would be easy as the students I would be observing were from grades one and two. However, I soon learned that teaching young learners and managing their classes is one of the most challenging responsibilities for a teacher.

Their attention span is concise, and they lose interest quickly. I have observed how the teachers manage the classroom with their tactics. Moreover, managing a large classroom with around 28-36 young learners is challenging. Most of them handled the students well, while others needed to work more.

Teachers' ability to organise classrooms and regulate student behaviour is crucial to obtaining effective educational outcomes (Reschly, 2007). Teachers play a variety of roles in a

regular classroom, but one of the most important is that of classroom managers. A mismanaged classroom cannot support effective teaching and learning. (Marzano & Marzano, 2003). This report is the outcome of my experience as an intern at South Point School & College. I have learned many things here, including teaching, preparing materials, managing classrooms, checking scripts, etc. I observed the classes most of the time during my internship and took a few classes after getting permission from my supervisor. I took two sections of grade 1 and two sections of grade 2, four in total. During the internship, I realised that some teachers needed to catch up on their ability to manage the classrooms properly, as some students could only focus partially. Thus, as the classroom management of such a large classroom was the most challenging part for me, I focused on how it could become more efficient for young learners and teachers.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **PART 1**

#### **POPULAR ELT METHODS**

The primary focus of this report is the teaching methods that the teachers use in the class to teach the students and the classroom management system. Various teaching methods can be applied according to the teacher's preference. A teacher has to find a suitable teaching method through which the students will acknowledge what they are learning in the classroom. Thus, teachers must know about different methods to deliver second language teaching knowledge correctly. I will focus on some of the teaching methods and the classroom management system I observed during my internship.

- Grammar Translation Method
- Communicative Language Teaching
- Direct Method

##### **2.1.1 GRAMMAR TRANSLATION METHOD**

GTM, or Grammar Translation Method, was derived from Latin and Greek teaching approaches in the nineteenth century, also known as the traditional teaching style. It was primarily used in the teaching of classical languages.

It is an approach to language learning that begins with thoroughly analysing its grammatical rules before using this understanding to translate sentences and text into and out of the target language (Richards & Rogers, 2014).



GTM was introduced with the intention that if the students learn the grammatical rules of the target language, it will help the students to connect the grammatical rules of the target language with their first or native language, which will help them understand the similarities and differences between the rules which will help him to speak and write better. With this approach, students learn to study important literary words. They acquire accurate reading and writing skills in the target language, which is essential. While this method can be tedious as a primary activity, it is a specific analysis of the written target language, particularly its grammar and vocabulary, learned using bilingual word lists. Additionally, using the mother tongue as a teaching medium is ineffective for developing speaking and listening skills. It is thought that it will be rather enjoyable if the last two points are used as a pre-task. Unfortunately, this approach pays little attention to speaking and listening abilities, and the end consequence is typically an inability on the part of the learner student where they need to use the language to communicate. According to this approach, students should be taught the grammar of the language they are studying, meaning the target language. The Grammar Translation approach instructs in the participant's native tongue. Additionally, it emphasises grammar principles, provides vocabulary with literal translations, and stresses the value of memorisation.

### **The principles of the Grammar translation method**

The Grammar translation method enables the students to read and write the target language while no emphasis is given to oral skills.

When learning a second language, the native language continues to serve as the reference system (Widdowson, 2003). The grammar translation method emphasises the memorisation of vocabulary by bilingual learners. According to Richards & Rodgers (2014), vocabulary is chosen

exclusively based on the reading materials, and words are taught through bilingual word lists, dictionary research, and memorising.

Grammar is taught in a direct way. For example, the students are first taught the rules and then examples. Richards & Rodgers (2014) also mentioned that the medium of instruction is the learner's native language. It explains new concepts and allows for comparisons between the foreign language and the learner's native language.

The grammar Translation method emphasises the translation of the target language to the native language. They believe that if the students can translate from one language to another, they will be considered successful language learners.

### **The Techniques of Grammar Translation method**

Techniques adapted by the teacher to make the teaching effective vary from teacher to teacher. However, the basic techniques of GTM are:

- **A literary passage in translation:** Students will be assigned a literary passage to read in the target language and then translate it into their native language.

The translation may be written or spoken. Translations made by the students can show that they understand their meaning

- **Reading comprehension questions:** Students respond in the target language to these questions. Answers to the questions may be found in the reading text or based on the student's understanding or personal experiences with the text.
- **Fill-in-the-blanks:** The instructor provides the class sentences that are lacking certain words. Students should complete the sentences using new vocabulary or a particular grammar style.

- **Use words in sentences:** Students are asked to create phrases using the new vocabulary they have learned from the reading. This method can demonstrate whether learners truly comprehend the new words.
- **Composition:** The students must write a composition in the target language. Some parts of the reading material form the basis for the topic.

### 2.1.2 COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching (CLT) is an approach to teaching languages that emphasizes communication. It emphasizes learning a language through genuine communication.

Communicating competence is the main objective of communicative language teaching (Richards, 2005). The foundation of communicative teaching is the theory that adequate language proficiency requires more than a working understanding of vocabulary, grammar rules, and pronunciation. In any professional or social setting, learners must be able to use the language effectively. Over the last three decades, some theorists have discussed (and continue to discuss) the exact definition of communicative competence.

Although grammatical competence is a significant factor in language learning, it is evident that there are other factors at play as well because it is possible to become fluent in a language's sentence formation principles but still struggle to communicate effectively (Richards, 2005). There are two main directions that the communicative strategy can go. First, some teachers prefer teaching a rule before having their students practice it. A communicative approach is flexible rather than a specific set of instructional strategies. The best way to describe it is with a group of fundamental principles. In Communicative

Language Teaching (1991), David Nunan lists these five essential characteristics: An emphasis on communicating in the target language through interaction:

- Including authentic texts in the classroom environment.
- Giving a chance for learners to focus on both language and the learning process.
- Enhancement of the learner's personal experiences as important contributors to classroom learning.
- An attempt to connect language learning in the classroom with extracurricular language activities.

As the features above show, The communicative method is concerned with the unique needs of each learner. Learners can quickly and easily acquire the needed abilities by making the language relevant to the world rather than the classroom.

### **Techniques of Communicative Language Teaching (CLT)**

- **Authentic materials:** Teachers use materials from real life, for example, kids section of newspapers, articles, television, etc., which use original language for communication so that students can get an idea of how language is used in real life.
- **Rearrange sentence:** the students need to rearrange the sentence into the correct and meaningful order.
- **Role play:** the students have to act according to the given situation, and they have to also communicate with each other through the given character.
- **Information gap:** the students have to predict something and match their predictions with their partners. And they will get instant feedback from the partners.

- **Picture strip story:** in this activity, the teacher will show the students an incomplete picture, and the students have to complete the story by predicting another probable part of the story.

### **2.1.3 THE DIRECT METHOD**

The direct method is also known as the Reform Method / Natural Method / Phonetical Method / Anti-grammatical Method. According to Freeman (2003), the primary goal of this method is to directly associate meaning and target language by using realia, pictures, or pantomime.

Some linguists were strongly opposed to Teaching formal grammar and being aware that language learning was more than just learning rules and acquiring imperfect translation skills. Instead, grammar should be learned inductively, drawing the regulations governing how the language functions from the language itself.

Rivers (2018) summarizes the characteristics of the Direct Method as students learn to understand a language by listening to a great deal of it and that they learn to speak it by speaking it- associating speech with the appropriate action.

The Direct Method's weakness is that it assumes that learning a second language can be done the same way as learning a first language when the conditions are very different in reality.

#### **The Principles of the Direct Method**

- The direct method focuses on oral communication and correct pronunciation of learners.
- The Direct method focuses on verbal communication, and less importance is given to writing and reading exercises.
- Grammar rules are taught inductively, i.e., after giving examples, the rules are given.
- The Direct method focuses on correct pronunciation.

- Vocabulary is taught through demonstration and pictures.

## **PART 2**

### **CLASSROOM ISSUES & MANAGEMENT**

#### **2.2.1 GENERAL TEACHING**

Teaching is one of the most honoured professions as it helps each person to shape up while gaining knowledge of this world, preparing them to become a person ready to conquer their dreams and ambitions. It is certainly not an easy profession, as teachers should always remember that every action directly affects their students' behaviour and perspective about different objectives. Moreover, teaching without proper subject knowledge can become an issue as the students will not understand what they are learning. Newton (2012) mentioned that it is undeniable that knowing a few routines and facts is helpful, but merely learning more is not sufficient. Nowadays, gathering information is simple, but understanding it matters most. It is not the quantity that matters but the quality of the knowledge acquired and delivered to others. Classroom management is frequently cited as crucial in students' learning (Marzano & Marzano, 2003). Nonetheless, new teachers and those with more experience often struggle to set up and keep a well-managed classroom where students can learn (Jones & Jones, 2012). Without proper classroom management, the learning environment is hampered, and the purpose of teaching children is often not fulfilled enough. This can happen if a teacher does not give much importance to classroom management, thinking it might not be much of a deal. However, it is a misconception that can interfere with effective teaching (Garrett, 2014). Effective managers organise their classrooms to minimise behavioural issues and minimise the need for frequent disciplinary measures (Evertson & Weinstein, 2006). Garrett (2014) also mentioned that teachers mistakenly believe that a well-organised classroom equates to a calm and peaceful environment.

However, an effective learning environment can frequently be chaotic since learning is not passive. Speaking, sharing, learning, exploring, trying new things, and asking questions are all activities that can create noise.

### **2.2.2 CLASSROOM MANAGEMENT WITH YOUNG LEARNERS**

Classroom management is a large area to explore. However, it is among the most imperative teaching parts (Schneiderová, 2013). According to Scrivener (2012), organising and conducting a practical class could be the key to a course's achievement. Teachers' attitudes, intentions, personalities, and relationships with the students have a significant role.

As significant as the area of exploration might be, it is indeed a difficult task as balancing the attitudes of both learner and teacher is a must as it plays a vital role in class management.

Landrum & Kauffman (2013) described classroom management as a source of concern for teachers, administrators, and the general public. Student behavioural management contributes significantly to teacher burnout and job dissatisfaction; beginning teachers consistently view student behaviour management as their greatest challenge. Moreover, the general public consistently ranks student behavioural management as the top or second-most severe issue facing schools. A well-known author of a book on effective discipline uses these specific words to describe the situation:

Our schools are grappling with a severe issue that is wreaking havoc on teaching and learning. The issue is student misbehaviour. A teacher has had plenty of practice if they are now teaching. However, if someone is preparing to teach, they should be warned: it is the most severe obstacle to success and can potentially jeopardise one's career (Charles, 2014).

The more positive the attitude, the more interested the learners will be, especially young learners. Successful teaching and learning in English for young learners, or EYL, comes from

effective classroom management (Qinglan et al., 2004). Managing English for young learners (EYL) classroom activities has become challenging for teachers. It causes young learners to have different characteristics, such as dislikes, criticism, low concentration spans, and minimal attention (Schneiderová, 2013). Learners between the age of 7-12 years are considered young learners. Since their attention spans are short, implementing a proper classroom management method takes more time and effort.

### **2.2.3 TEACHING ENGLISH TO YOUNG LEARNERS**

Around the world, the concept of "young learner" has various meanings (Scott & Ytreberg, 2001). As the education system is developing daily, the age of learning the English language as a compulsory subject is also lowering. Children are encouraged to learn English from the play level by introducing them to various objects in the English language. Teaching English to Young Learners has become its field of study (Shin, 2006). English being the bridge of the global communication system, has become the main reason teaching English from such a young age is being considered. Although, a group of studies point out that there is no evidence that learning from such a young age will make them better at English, and previous studies have also given contradictory results (Pinter, 2011). On the contrary, Ara (2009) mentions

According to Copland & Garton (2014), there are three factors; social, environmental, and individual factors alongside the quality of teaching, which play vital roles in children being exposed to the English language in primary education. Social factors include things like social class, which affects their access limit to learning, and the significance of English in the learner's society. Environmental factors mean the learner's roots and family's perspective on learning English. Lastly, the learner's perspective on the language and the motivation to learn falls under Individual factors.



There are some explanations for why young children learn more effectively. Teaching English to young learners has become necessary because of the chances that young children have, the fact that the brain is more flexible before puberty than after, and that language learning is possible without self-consciousness at a young age. Teaching English to young learners is a more specialized area of teaching English that deals with younger learners. Teaching adults is much different from this. When instructing young learners, it is important to remember that they are a diverse class with a range of information, expectations, motivation levels, and, last but not least, learning styles. Young students absorb everything we say and how we say it like sponges (Pransiska, 2016). Linguistics professor Dr. Susan Curtiss, in a book by Curtain and Dahlberg (2004) opines that young people have such a strong capacity for language acquisition that it does not appear to matter how many languages you try to introduce them to; they can pick up as many spoken languages as you give them a chance to hear repeatedly and systematically.

#### **2.2.4 VISUAL LEARNING**

Young learners, as mentioned above, are typically aged from 7-12 years old or younger. Students usually understand what the teacher is trying to convey at this age but need help to analyse the language. They have limited reading and writing skills and are generally only aware or concerned about themselves (Nunan, 2015). However, they are indeed visual learners as any picture or movement grabs their attention quicker, and they tend to focus and try to understand the picture or video.

Various studies claim that visual formats account for 75 per cent of all information processed by the brain. Furthermore, visual information is better mapped in students' minds (Williams, 2009). The assimilation of information from visual formats is defined as visual learning. When presented visually, information is more easily understood in the classroom.

Visual information includes pictures, flowcharts, diagrams, videos, simulations, graphs, cartoons, colouring books, slide shows and PowerPoint presentations, posters, movies, games, and flashcards, among other things (Rodger et al., 2009). Ara (2009) notes that children learn better through various activities such as games, rhymes, and songs, which can be helpful tools for learning any foreign language. It helps them ease the pressure of learning while making their learning environment more enjoyable.

Adding plenty of toys, puppets, pictures in vibrant colours, or objects that correspond to the ones used in the tales or songs teachers sing can help keep their interest and keep them participating in the activities (Shin, 2006). Teachers can use the formats mentioned above to deliver enormous amounts of information in simple ways that reveal patterns and connections. According to research, students remember information better when presented visually and verbally. These strategies assist students of all ages in managing learning goals and achieve academic success.

### **2.2.5 ELICITING**

Eliciting means introducing the topic to the learners through a few questions to know how much the learners are aware of the particular topic to be taught. Teachers are vital in maintaining the class and resolving issues, such as the students' passivity (Fitrati et al., 2017). Furthermore, Thuy (2011) stated that elicitation is typically done by asking questions and combining them with various instruments.

Teachers dominate the classroom, choose the topics, take turns leading the discussion, and give the majority of the questions; they ask many questions and guide the responses from the students as well. They have complete control over the classroom in which they implement proper questioning techniques on the students. They have solutions to the students' speaking issues

(Toni & Parse, 2013). The elicitation technique is one method for getting students to participate. In Kaswan (2014), Schmidt defines *elicitation* as a technique that actively encourages students to produce speech or writing. Elicitation refers to various procedures that allow teachers to get learners to provide information instead of giving it to them. Teachers can obtain ideas, feelings, meanings, situations, etc. Usman et al. (2018) state that the purpose of elicitation in speaking classes is to encourage students to talk and improve their vocabulary, grammar, pronunciation, and fluency. According to Molinero & Garcia-Madruga (2011), asking questions shows originality and curiosity.

Additionally, identifying the information and an issue is necessary. According to Darn (2010), Asking questions is one of the essential tools teachers have because it is both a natural part of communication and one of their most common methods. Additionally, questions help teachers effectively manage the classroom, engage students in the teachings, encourage participation, and enhance students' knowledge.

### **2.2.6 SCHEMA THEORY**

One of the critical skills in learning English is reading. It is known that, although we cannot feel it immediately, language comprehension is a crucial link in communication between input and output (Ann, 2011). In long-term memory, there are types of knowledge called schemas. A schema is a collection of related memories, ideas, or words. By grouping things, we create a cognitive shortcut that speeds up the process of storing new information in our long-term memory and retrieving it (Loveless, 2022). German philosopher Kant initially mentioned Schema in 1781. Rumelhart, an American expert in artificial intelligence, is the one who finally developed Schema into a systemic and comprehensive theory (Cui, 2002). Students' comprehension of the course content will most likely be the same or similar; therefore, it is

crucial to recognise that student's comprehension of the content may be drawn through the lens of their prior experiences, which is known as 'schema' (Czarnec & Hill, 2018).

As it incorporates personal experience, it successfully captures students' attention and encourages them to read more, read quicker, and form accurate reading judgments (Zhao & Zhu, 2012). When people investigate the environment and attempt to understand how things function, they demonstrate "patterns" of behaviour known as schemas. Learners may experiment with the same activity on various things (Whalley, 2007). It is also important to note that research has shown that when adults in a child's environment recognise and encourage their learning patterns or Schema, it can result in higher levels of self-esteem (Roberts, 2002). Young children learn about their surroundings through repetitive acts like stacking toys, spinning the sand wheel, filling their homes with objects, and playing in the water. It can be deduced that a child's intrinsic play is focused on trajectories, rotation, or containing, for example, if they repeatedly perform the same activity in several circumstances. These behaviours are known as schemas (Athey, 2007). Children group schemas into clusters, and as their play develops in complexity, it eventually impacts spoken language and abstract reasoning. However, development is not necessarily linear, as with any learning theory (Arnold & the Pen Green Team, 2010).

### **2.2.7 SETTING UP ACTIVITIES**

Classroom activities are one of the most critical parts of teaching young learners. In a classroom, emphasizing successful learning is crucial for student retention. For the students to enjoy the course and achieve targets, the teachers must be adaptable to the changing classroom environment and the needs of the students. Activity-based learning (ABL), described as a learning process in which learners are continuously engaged, is one such approach (Panko et al., 2007). Cameron (2001) describes children actively seeking to "make sense" of what parents say

to them and ask them to do, that is, to compare and contrast the meanings and purposes of these instructions. They can only make sense due to their limited and incomplete knowledge of the outside world. Therefore, to assess if students will understand what to do or will be able to understand a new language, teachers must observe classroom activities from the learners' point of view. Researchers recommend motivating usage-based practices, 'activities such as interactive games, songs, reading aloud, and storytelling' (Muñoz & Spada, 2019, p. 238).

Planning how the teacher will introduce the materials (required to complete a task) to the students will help engage them and can be part of the activity itself. They can use the classroom and the children's sense of play. The teacher should be enthusiastic about the task or activity ahead so that the students will be motivated to complete it. She or he should plan and involve the students in this stage. It could be as simple as making a quick prediction before reading or listening, allowing them to speculate on the characters in a story before the teacher reads, or even asking open-ended (not yes/no) questions to allow them to provide ideas.

Furthermore, teachers should let students know the boundaries during the setup stage, especially when giving out such fun stuff (scissors, paper, sticks, etc.) They should also consider this stage to be a part of behavioural management. Lastly, it takes time to set up tasks and activities. It is, in fact, a stage in and of itself, and students can use it for learning as well. Setting up the lesson with engagement/motivation, boundaries, using models, examples, and questioning will inevitably take time. The teacher should allow and plan for this so the students have time to learn by doing the task (Steele, 2018).

### **2.2.8 SEPARATION ANXIETY**

With the separation of children from their parents, it is natural for them to be afraid of saying goodbye. After all, children have grown accustomed to being with their parents since

birth. Separation anxiety is a normal developmental stage for children (Good, 2013). Children returning to school are expected to experience anxiety. This change may be quite traumatic and stressful. They might cling, cry, withdraw, or show irritability or anger. Therefore, it is essential to consistently attend to students' needs to avoid students—especially young students—throwing tantrums before classes begin (Davies, 2014). It is commonly seen in kindergarten and grade 1, as the learners are very young at this stage. Although in terms of psychology, it is known as "Separation Anxiety Disorder."

Separation Anxiety Disorder is a common mental health issue among children who fear being separated from family members or close relatives. They refuse to leave their comfortable houses and are vulnerable and clueless about how to help themselves. All children and adolescents experience some anxiety as they mature and find themselves in different realities. It is a normal stage of development. Both biological and environmental factors may contribute to its occurrence (Shetty, 2022). The combined contribution of parents and teachers can reduce this.

Having a trustworthy, known school staff member present when the child arrives at school, there would be a good chance that some initial anxiety and an increased sense of security will be alleviated when they see a familiar face as they approach or enter the building. Providing reasonable assurance can also be effective. For example, it is okay to reassure a child if they ask questions like "will I be okay," "is my mom coming back," or "when am I going home." Still, the teacher should avoid doing so repeatedly since this can make them stay away from the classroom longer and exacerbate their fear (Wise, 2022).

## **PART 3**

### **2.3.1 BANGLADESH CONTEXT**

Classroom management can differ for each country depending on the region and socio-cultural context. Bangladesh has developed its teaching skills vastly by incorporating many teaching materials and techniques in the last decade. However, it still needs to catch up compared to the global teaching arena, as there are many gaps.

Because of its global needs and recognition, English has risen to the top of our educational system, from primary to higher education. The Bangladeshi government has always been eager to undertake numerous projects to improve students' communicative competence in English. Unfortunately, despite years of preparation, students must acquire communicative competence in English. There are multiple explanations for this disaster. In the classroom, students are rarely asked to participate in a communicative activity.

Furthermore, students find it challenging to be more active in classroom exercises and prefer to avoid accepting responsibility for their studies. Therefore, communication in the classroom is only fixed among the more progressive students. Besides that, most teachers in a large classroom cannot communicate with each student. This is because they are not trained in classroom management issues (Islam, 2020).

According to Hosan and Weiyan (2022), Classroom management is one of the core gaps in primary schools because, without proper classroom management, it is impossible to ensure quality education. Although the country emphasized classroom management in 2000, most of the schools, especially the rural area schools, lack behind as the teachers are less experienced and the number of students is unusually high. Even in urban areas, a high number of students in a single classroom is becoming an alarming issue as it gets challenging for the teacher to make every

student focus in the classes. In addition, Hosan and Weiyan (2022) mentioned that most teachers needed help managing their classes properly in the delivery of content where the students whisper with each other due to the large classroom size, and as a result, classroom instruction goes astray.

This is the generic situation of classroom management. However, when it comes to English Language teaching, it becomes even more challenging as it is taught as a second language which needs more attention and concentration. However, compared to the Bangla medium and English version classes, English medium classes are managing better as they try to follow the global teaching styles.



## CHAPTER 3

### MY EXPERIENCE

#### 3.1 INTRODUCTION

For my internship, I got to work at South Point School & College, Malibagh branch, where I observed the English Language classes of grade 1 & 2. The students were aged between 6-9 years old. As I observed the classes in English Medium, most of the students could understand the instructions they received in English. The daily pre-class routine was central, as all the students would stand and participate in the morning assembly. Then, they start with our national anthem and do some light stretches before the vice-principal recites the school's oath speech which the students repeat after her.

- Day by day in every way we are getting better and better.
- আমি বিশ্বাসী, আমি সাহসী, আমি পারি, আমি করব, আমার জীবন আমিই গড়ব।
- I am a believer, I am brave, I can, I will, I will build my own life.
- ভালো মানুষ, ভালো দেশ, স্বর্গভূমি বাংলাদেশ।
- প্রতিটি কাজ আমি সবচেয়ে ভালোভাবে করব।
- I will do all the works in the best possible way.

Figure 3.1: Oath of South Point School & College

Since it is an English Medium school, all activities are done in the target language.

However, exceptions are made when a student has difficulty understanding what the teacher tries

to convey in the target language. The teachers mainly used the Grammar Teaching method, the Communicative Language Teaching method and the Direct method to teach their students. Furthermore, as the students of these two grades are relatively young, they are taught basic grammatical rules like nouns, articles, vowels, homonyms etc. As for the materials, they use an introductory fundamental grammar textbook, which I will discuss later in the chapter. They are assessed through homework, class tests, and surprise tests divided into four quarters.

Each class had around 28-36 students, which is undoubtedly considered a large classroom. Moreover, the class durations were 40 minutes, making it challenging for the teachers to manage the students. I will describe the challenges that I faced during my internship and the classroom management system of the school.

### **3.2. CLASSROOM OBSERVATION**

On my first day of observation, I noticed the classroom environment as I entered them. At the same time, all the students greeted enthusiastically, “Good Morning, Miss, Assalamu Alaikum Miss, how are you, Miss?” They seemed to be in a good mood and ready to learn new things from their teacher. Teachers’ attitudes, intentions, personalities, and relationships with the students have a significant role in successful classroom management (Scrivener, 2012). The students showed no sign of uncomfortableness or distress when their teacher entered the class, which is a sign that the teacher is managing the class well. Although I had seen some teachers who were strict, only when disciplining naughty students. Effective managers organize their classrooms to minimize behaviour issues and minimize the need for frequent disciplinary measures (Evertson & Weinstein, 2006)

The classrooms were small in size but well-oriented. The walls were painted in different shades and cartoons to make the classroom look more interesting. I looked at the board while the

teacher was preparing to start the class. There was one whiteboard, one pair of table-chair for the teacher and 18 pairs of benches for the students divided into three columns, two sitting on each.

**Using of Board:** It is the essential material that every teacher requires to teach. In that class, there was a medium-sized whiteboard. The teacher has divided the board into two parts, like this,

<u>Topic</u>	Date: Day: Sub: Total Students: P.S: A.S:
--------------	----------------------------------------------------------

Figure 3.2: WhiteBoard

On the right side of the board, the date, day, and subject of the class are taken, and the total number of students in the class and the number of both present and absent students are noted down for the teachers' and students' convenience.

As mentioned earlier, all activities are done in the target language. Some students, especially those in grade 1, struggled to communicate in English and often used their native language when they could not convey their sentences in the target language. However, the teachers were very helpful and always encouraged them to speak in English. As Qinglan et al. (2004) mentioned, the more positive the attitude, the more interested the learners will be, especially young learners.

Each teacher used their own preferred teaching methods. One of the teachers used Grammar Translation Method to teach. For example, In grade 1, the book *Junior English 1* by Haydn Richards was used as the teaching material, which focused on grammatical rulers

primarily. The teacher first started by explaining the usage of "to, too and two" in both the native and target language. And then wrote the following exercise from the book to give them examples.

It is an approach to language learning that begins with a thoroughly analyzing of its grammatical rules before using this understanding to translate sentences and text into and out of the target language (Richards & Rogers, 2014). When learning a second language, the native language continues to serve as the reference system (Widdowson, 2003).

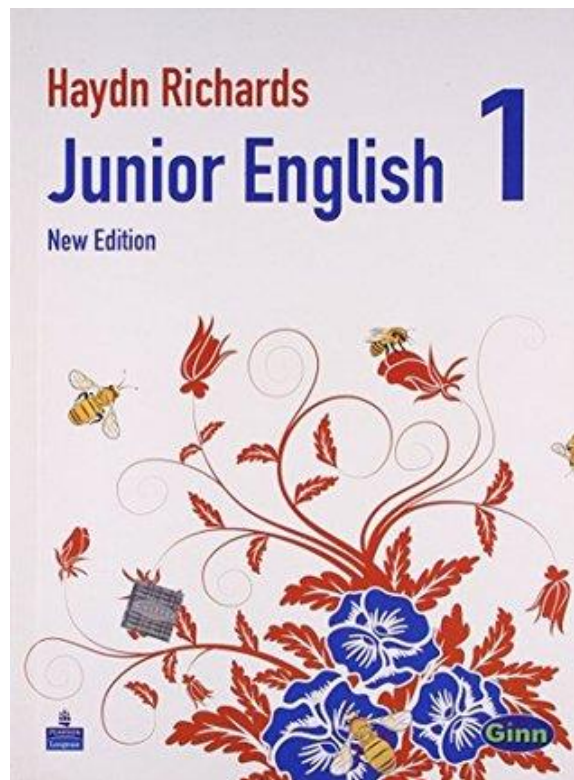


Figure 3.3: Book cover of *Junior English 1*

## TO, TWO AND TOO

**To, two and too** all have a similar sound.

I am going **to** bed.  
I am going **to** sleep.



There are **two** dogs.  
Each has **two** ears.



He is **too** old to work.  
(too = more than enough)  
He is very bent, **too**.  
(too = also)



Figure 3.4: Exercise from textbook

As she concluded the class, she assigned them homework from the same lesson for next week.

**To, two and too** have different meanings. Write **to**, **two** or **too** in each space below.

- 1 Alan went \_\_\_\_ bed early.
- 2 \_\_\_\_ and \_\_\_\_ make four.
- 3 He is \_\_\_\_ ill \_\_\_\_ go \_\_\_\_ school.
- 4 It is nearly \_\_\_\_ o'clock.
- 5 Are you going \_\_\_\_ help me?
- 6 I am going \_\_\_\_ sit down in the shade.
- 7 It is \_\_\_\_ hot \_\_\_\_ play games.
- 8 The \_\_\_\_ girls were great friends.
- 9 Are you coming \_\_\_\_ London, \_\_\_\_ ?
- 10 Jason is \_\_\_\_ young \_\_\_\_ drive.

Figure 3.5: Homework from textbook

Another teacher preferred to use the Communicative Language Teaching method.

Communicative Language Teaching (CLT) is an approach to teaching languages that emphasizes communication. It emphasizes learning a language through genuine communication.

Communicating competence is the main objective of communicative language teaching (Richards, 2005). The teacher first asked them a few questions related to the topic to be taught; Homophones.

She asked them if they knew any words which sounded identical but had different meanings. This is known as eliciting. Eliciting means introducing the topic to the learners through a few questions to know how much the learners are aware of the particular topic to be taught. She asked everyone, one by one, and some of the responses were, Peer-pair, bear-bare, hair-here, I-eye, dear-deer etc. In this way, the students are actively participating classes encouraging them to be more comfortable speaking in the target language. In Kaswan (2014), Schmidt defines *elicitation* as a technique that actively encourages students to produce speech or writing.

The teacher next wrote some questions from the textbook and told them to try to fill it up correctly.

Choose the right word from the pair in bold to fill each space.

1 **one** **won**

Wilson \_\_\_\_\_ the race easily.

2 **tale** **tail**

Paul read a fairy \_\_\_\_\_ to Janet.

3 **by** **buy**

I am going to \_\_\_\_\_ some sweets.

4 **one** **won**

There was only \_\_\_\_\_ apple left.

5 **made** **maid**

Penny \_\_\_\_\_ a dress for herself.

6 **tale** **tail**

Our dog wags his \_\_\_\_\_ when he is happy.

7 **by** **buy**

The family went to London \_\_\_\_\_ train.

8 **made** **maid**

The new \_\_\_\_\_ tidied the bedrooms in the hotel.

Figure 3.6: Exercise from textbook

Most of the students could answer correctly, while some struggled as the words sounded almost similar. The teacher next asked the students to repeat each homophone five times after her. She emphasised the difference in how the words are pronounced and spelt differently. Although the CLT method requires authentic materials, I have not seen the teacher use anything other than the textbook as teaching material. However, I have seen them use "rearranged sentences" during class tests to see if they understand the topics they had learned and sometimes arrange role plays to promote communication between students.

Another teaching method I have seen being used is the Direct Teaching method. According to Freeman (2011), the primary goal of this method is to directly associate meaning and target language by using realia, pictures, or pantomime.

This method uses only the target language, while grammar rules are taught inductively. It primarily focuses on verbal communication, and less importance is given to writing and reading exercises. In one of the classes of English Literature in grade 1, the teacher would use only English to explain different parts of a story and would focus on teaching the students how to pronounce words correctly. She would let the students understand the text by using their existing

knowledge, known as schema. Loveless (2022) mentioned in his article that, in long-term memory, there are types of knowledge called schemas. A schema is a collection of related memories, ideas, or words. By grouping things, we create a cognitive shortcut that speeds up the process of storing new information in our long-term memory and retrieving it.

While the students were getting better in vocabulary and able to relate the topics with their existing knowledge, they also had difficulty comprehending the formation of different types of sentences. I think this happened because the students are young and might not be ready to learn English through the direct method. Moreover, we learn our first language from repeated exposure to the language. However, in the case of learning a second language, being able to figure out the parameters is crucial. Apart from this, various materials such as video demonstrations and pictures are also used in this matter which the teacher did not use in the class.

Young learners are visual learners, as various studies claim that visual formats account for 75 per cent of all information processed by the brain. Furthermore, visual information is better mapped in students' minds (Williams, 2009). If the teachers used a few kinds of visual demonstrations, they would be able to connect the dots to understand the parameters. Or else most students tend to forget what they did in the class after returning home.

### **3.2.1 CHALLENGES IN CLASSROOM MANAGEMENT**

New teachers and those with more experience often struggle to set up and keep a well-managed classroom where students can learn (Jones & Jones, 2012). As the students in the classes I have observed are young learners and more extensive in number, I have seen some teachers struggle quite a bit to manage the class and teach them while having short class periods. On the other hand, some could manage student behaviour very well.



It is undeniable that knowing a few routines and facts is helpful, but merely learning more is not sufficient. Nowadays, gathering information is simple, but understanding it matters most. It is not the quantity that matters but the quality of the knowledge acquired and delivered to others (Newton, 2012). Managing a young learner class requires patience and a proper strategy to make the most of each class. By this, I mean to be able to handle any student behavioural issues and teach them in a way that will keep their attention focused in the class and maintain a balance.

Without proper classroom management, the learning environment is hampered, and the purpose of teaching children is often not fulfilled enough. This can happen if a teacher does not give much importance to classroom management, thinking it might not be much of a deal. However, it is a misconception that can interfere with effective teaching (Garrett, 2014). For instance, in one of the classes of grade 1, one of the students started to cry for his parents during class time. The teacher was trying to pacify him but seemed panicked about it. She had to call another teacher at the end to help her while the class was in absolute chaos as none was there to monitor them while she was attending to the students. Although these are exceptional cases and do not happen regularly, it should be kept in mind that situations such as such can occur, and the teacher should know how to handle them.

Effective managers organise their classrooms to minimise behavioural issues and minimise the need for frequent disciplinary measures (Evertson & Weinstein, 2006). During one of the classes where I was assisting the teacher, one of the students started to panic when we gave out the questions for a surprise test on articles. Without even glancing at the question paper, he started to cry and said that he did not know any of the answers to the questions. The teacher signed me to pacify and encourage him while she took the test. I asked him to read the question first and start writing. He slowly started to read while most of the students were done with the

test; the teacher came to attend to the student and sent me to the front to manage the class. This way, she balanced between conducting a class and managing student behavioural issues.

Young learners often have difficulty coping in new environments, especially at school, with unknown faces. Good (2013) mentioned that with the separation of children from their parents, it is natural for them to be afraid of saying goodbye. After all, children have grown accustomed to being with their parents since birth. Separation anxiety is a normal developmental stage for children.

Teachers need to be extra cautious in handling them as they are susceptible, and any kind of negativity might trigger their anxiety. This also applies to the students as well; the teachers should manage the class in such a way that the learning environment provides a positive aura. Qinglan et al. (2004) also said that the more positive the attitude, the more interested the learners would be, especially young learners. Successful teaching and learning in English for young learners, or EYL, comes from effective classroom management.

Another reason for facing difficulties in managing the class was a large number of students in the classroom. As the classroom is small in size, there are around 28-36 students in each class it is challenging for the teacher to pay attention to all of them. Hosan and Weiyan (2022) mentioned that most teachers needed help managing their classes properly in delivering content where the students whisper with each other due to the large classroom size. As a result, classroom instruction goes astray.

Moreover, as they are young, energetic and have a lesser attention span, some become hyperactive in class. For instance, they were constantly moving their desk back and forth, playing with their pen or water bottle. Even if the teacher tells them to stop and listen to the class, they tend to forget disciplinary instructions and continue with what they are doing.

I also encountered an incident when a 2nd grader showed an obscene gesture with his hand to another student, and the teacher witnessed it. However, I was impressed by how she handled the situation professionally by not yelling at him but with real-life examples and reasons why such gestures are not to be used.

Lastly, I have learned many valuable things that have helped me gain knowledge in teaching and student behaviour. However, I had only observed classes during most of my internship. Hence, I did not get good experience in teaching practically, which would have been more beneficial for me if I had been given at least five to six classes.

## **CHAPTER 4**

### **RECOMMENDATION**

During my internship, I pointed out a few ideas and techniques to the teachers to help them better with classroom management since it was the only major issue I observed and faced challenges.

Firstly, they should incorporate more teaching materials besides relying on the textbook. Setting up various activities will grab the attention of young learners, and they will be more interested in what is being taught in class. Also, instead of written assessment, they can assess them through fun activities like role-playing, games etc.

Following that, the seating arrangement could also be changed based on the activities. For example, during group activities, the desks can be arranged in a ‘U’ shape where the teacher will stand in the front and be able to see the students.

Next, I introduced them to the different teaching methods and how to utilise the current teaching method they were using in the class. For instance, I suggested that the teacher apply the communicative language teaching method, including authentic materials like kids’ section of newspapers, magazines, and brochures, so the students can understand how English is used in real life. The teacher using the direct teaching method, could use different types of photos and play cards so that the students could grasp the topic by learning visually.

Subsequently, for young students who have ‘separation anxiety’, teachers should deal with them cautiously. They should create a positive environment by being patient and having delicate behaviour towards them.

Lastly, as the classes have a large number of students, the teacher should create a set of routines and follow them strictly in every class. Such as starting the class in the same way, increasing the volume while speaking to them, not allowing unnecessary objects on their desks

while teaching, and preparing a solid lesson plan as the class period is short and the student number is significant. If the lesson is planned, the teacher will know exactly what to do in the class and have better control over the class as well.

## **CHAPTER 5**

### **CONCLUSION**

In conclusion, the three-month internship period was an excellent experience for me. I met experienced teachers who taught me how to master the art of teaching and made me realise the worth of the teaching profession. The amount of hard work they put into teaching is genuinely remarkable. The purpose of my internship was to observe and teach English language classes to find out how the different teaching methods I have learned throughout my undergrad studies are applied practically. Furthermore, find a gap area which needed to be brought to light and on which I would write my report. I can undoubtedly say that classroom management is one of the most crucial and challenging parts of teaching since almost everything depends on how well a class is organised and conducted.

Moreover, it takes much work to handle young learners. After observing several classes and taking two-three classes that I was given to take, I evaluated them with relevant theories based on the student's behaviour and teachers' classroom management system. I noted some recommendations for the teachers that will help them conduct classes more efficiently. However, the teachers seemed content with their teaching method and did not intend to incorporate new teaching styles or materials. Nonetheless, learning a second language at a young age is challenging and time-consuming. However, with the help of various teaching styles and techniques and their proper application, teachers can organise effective classroom management to teach students.

## REFERENCES

- Ann, F. C. (2011). Schema Theory and Language Comprehension. *Journal of Language and Literature Studies*, 2, 4-7.
- Ara, S. (2009). Use of songs, rhymes and games in teaching English to young learners in Bangladesh. *Dhaka University Journal of Linguistics*, 2(3), 161-172.  
<https://doi.org/10.3329/dujl.v2i3.4150>
- Arnold, C, & the Team, P. G. (2010) *Understanding Schemas and Emotion in Early Childhood*. London: Sage Publications.
- Athey, C. (2007) *Extending Thought in Young Children: A Parent–Teacher Partnership*, 2nd ed. London: Paul Chapman Publishing.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge university press.
- Charles, C. M. (2014). *Building classroom discipline*. 11th ed. United Kingdom: Pearson Education Limited.
- Copland, F., & Garton, S. (2014). Key themes and future directions in teaching English to young learners: Introduction to the special issue. *ELT journal*, 68(3), 223-230.  
<https://doi.org/10.1093/elt/ccu030>
- Cui, Y. P. (2002). Application of Schema Theory in Reading Comprehension. *Foreign Language Education*, 5, 52-57.
- Curtain, H. and Dahlberg, C. A. (2004). *Languages and children: Making the match: New languages for young learners, Grades K-8* (3rd ed.). New York: Longman
- Czarneck, S. J. and Hill, M. (2018). *Schemata and Instructional Strategies*. Hill Southern New Hampshire University COCE.

Darn, S. (2010, September 25). *Asking question*. The BBC and British Council.

<https://www.teachingenglish.org.uk/article/asking-questions>

Evertson, C. M., & Weinstein, C. S. (2006). Classroom management as a field of inquiry. *Handbook of classroom management: Research, practice, and contemporary issues*, 3(1), 16. Lawrence Erlbaum Associates Publishers.

Fitriati, S. W., Isfara, G. A. V., & Trisanti, N. (2017). *TEACHERS' QUESTIONING STRATEGIES TO ELICIT STUDENTS' VERBAL RESPONSES IN EFL CLASSES AT A SECONDARY SCHOOL*. *English Review: Journal of English Education*, 5(2), 217-226.

<http://dx.doi.org/10.25134/erjee.v5i2.537>

Freeman, D. L., & Anderson, M. (2011). *Techniques & Principles in Language Teaching*. Oxford University Press.

Garrett, T. (2014). *Effective classroom management: The essentials*. Teachers College Press.

Hosan, M. S., & Weiyan, C. (2022). Classroom Management in Primary Schools of Bangladesh: Problems and Prospects. *International Journal of Education, Learning and Development*, 10(9), 19-54.

Islam, Md. (2020, January 9). *Classroom Management: Challenges and Solutions*. Daily Sun.

<https://www.daily-sun.com/printversion/details/452812/Classroom-Management:->

[Challenges-and-Solutions](https://www.daily-sun.com/printversion/details/452812/Classroom-Management:-Challenges-and-Solutions)

Jones, V. F., & Jones, L. S. (2012). *Comprehensive Classroom Management, Creating Communities of Support and Solving Problems* (10th ed.). Upper Saddle River, NJ: Pearson.

Kaswan (2014). Elicitation Technique And Its Impact On Communicative Competence. *ELTIN Journal: Journal of English Language Teaching in Indonesia*, 2(1).



- Landrum, T. J., & Kauffman, J. M. (2013). Behavioral approaches to classroom management. In *Handbook of classroom management* (pp. 57-82). Routledge.
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and principles in language teaching 3rd edition-Oxford handbooks for language teachers*. Oxford university press.
- Loveless, B. (2022, April 12). *A Complete Guide to Schema Theory and its Role in Education*. Education Corner. <https://www.educationcorner.com/schema-theory/>
- Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational leadership: journal of the Department of Supervision and Curriculum Development, N.E.A.*, 61(1), 6-13.
- Moliner, R. I. and Juan, A. G. (2011). *Knowledge and questions asking*. *Psicothema*, 23(1), 26-30.
- Muñoz, C. & Spada, N. (2019). Foreign language learning from early childhood to young adulthood. In A. De Houwer & L. Ortega (Eds.). *The Cambridge Handbook of Bilingualism*. Cambridge: Cambridge University Press, pp 233-249.
- Newton, D. P. (2012). *Teaching for understanding: What it is and how to do it*. Routledge.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice hall.
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
- Panko, M., Kenley, R., Davies, K., Piggot-Irvine, E., Allen, B., Hede, J. & Harfield, T. (2005). Learning styles of those in the building and construction sector. Report for Building Research, New Zealand.
- Pinter, A. (2011). *Children Learning Second Languages*. Hampshire: Palgrave MacMillan.

- Pransiska, R. (2016). Requirements of teaching english for young Learners: an overview in padang, west Sumatera. *Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies*, 250–255.
- Qinglan, L., Junyan, W., & Shongshan, H. (2004). Effective classroom management in young learners English teaching. *Chinese Journal of Applied Linguistics*, 10(3), 32-33.
- Reschly, D. J., & Oliver, R. J. (2007). Effective Classroom Management: Teacher Preparation and Professional Development. *National Comprehensive Center for Teacher Quality*, p22.
- Richards, J. C. (2005). *Communicative language teaching today*. Singapore: SEAMEO Regional Language Centre.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
- Rivers, W. M. (2018). *Teaching Foreign Language Skills: Second Edition* (reprint). University of Chicago Press.
- Roberts, R. (2002). *Self-Esteem and Early Learning*. London: Paul Chapman Publishing.
- Rodger, S. H., Hayes, J., Lezin, G. (2009, March). Engaging middle school teachers and students with alice in a diverse set of subjects. *SIGCSE '09: Proceedings of the 40th ACM technical symposium on Computer science education*, 271-275.
- <https://doi.org/10.1145/1508865.1508967>
- Schneiderová, P. (2013). *The effective classroom management in young learners' language classes* [Bachelor Thesis, Faculty of Education, Masaryk University]. Masaryk University, University Repository <https://is.muni.cz/th/pidnq/Final.pdf>
- Scott, W. A., & Ytreberg, L.H. (2001). *Teaching English to Children* (14th Ed.). New York: Longman.

- Scrivener, J. (2012). *Classroom management techniques*. Cambridge University Press.
- Shetty. (2022, August 27). *Why do some kids experience separation anxiety while returning to school after Covid-19?* The Indian Express.  
<https://indianexpress.com/article/lifestyle/health-specials/separation-anxiety-returning-school-covid-19-8113924/>
- Shin, J. K. (2006). *Ten helpful ideas for teaching English to young learners*. *English Teaching Forum*, 44(2), 2-13. <https://doi.org/10.13016/M2VSEV-FXLY>
- Steele, C. (2018, June 05). *Setting up in the young learner classroom*. The BBC and British Council. <https://www.teachingenglish.org.uk/article/setting-young-learner-classroom>
- Thuy, N. T. 2011. *The Exploitation of Eliciting Techniques by Fourth Year Students in Their Teaching Practicum at English Division I* [ Bachelor Thesis, Faculty of english language teacher education, University of languages and international studies–Vietnam national university].
- Toni, A., & Parse, F. (2013). The Status of Teacher's Questions and Students' Responses: The Case of an EFL Class. *Journal of Language Teaching & Research*, 4(3), 564-569.  
<http://dx.doi.org/10.4304/jltr.4.3.564-569>
- Ur, P., (2013). Language-teaching method revisited. *ELT Journal*, 67(4), 468-474.  
<https://doi.org/10.1093/elt/cct041>
- Usman, B., Ayouni, N., Samad, I., & Fitriani, S. (2018). TEACHERS' ELICITATION: INVITING STUDENTS TO SPEAK. *EduLite: Journal of English Education, Literature and Culture*, 3(1), 51-65. <http://dx.doi.org/10.30659/e.3.1.51-65>
- Whalley, M. (ed.) (2007) *Involving Parents in their Children's Learning* (2nd Ed.), London: Paul Chapman Publishing.

Widdowson, H. (2003). *Defining issues in English language teaching*. Oxford University Press.

Williams, R., & Newton, J. (2009). *Visual communication: Integrating media, art, and science*.

Routledge.

Wise, R. (2022, January 30). *12 Important Strategies for Schools to Help Children with*

*Separation Anxiety*. Education and Behavior. <https://educationandbehavior.com/strategies-schools-help-children-separation-anxiety/>

Zhao, X., & Zhu, L. (2012). Schema Theory and College English Reading Teaching. *English*

*Language Teaching*, 5(11). <https://doi.org/10.5539/elt.v5n11p111>